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ABSTRACT

This report represents the seventh Follow-up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central). TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's teacher education programs by soliciting input from education faculty, preservice teachers, program graduates, and principals of educators prepared at Central. Results reveal that 61 percent of Central's previous year's graduating class secured full-time teaching positions within Missouri. Central teacher education graduates were employed in 192 of the state's 520 districts. Student teachers in the 1995-1996 school year were predominantly white females. The average salary for Central graduates was $22,167. Most of the participating teachers taught full-time in the classroom, and most planned on teaching 5 years or more from now. The top three areas of dissatisfaction in their current positions were level of support from parents and community, salary/fringe benefits of teaching, and opportunities for advancement. Student teachers considered their weakest academic area to be non-Western philosophies and cultures. Fifty-five percent of the principals hiring Central graduates felt that the teachers were strongly prepared for their current positions. Survey instruments are appended. (Author/SM)

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ED 417 178

1996 TEACHER EDUCATION FOLLOW-UP STUDY

as compiled by the

Teacher Education Assessment Committee (TEAC)

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April, 1996

J. Zelazek

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Introduction

This report represents the seventh Follow-Up Study by the Teacher Education Assessment Committee (TEAC) at Central Missouri State University (Central), Warrensburg, Missouri. TEAC was established in April of 1988. TEAC's current committee members are as follows: John R. Zelazek, Wayne Williams, Carol Mihalevich , Larry Jones, Charles McAdams, and Kyle Palmer.

TEAC is a centralized system of data collection and assessment that conducts and publishes results of periodic assessments and evaluations of Central's Teacher Education Programs by soliciting input from: A) Central's Professional Education Faculty; B) Pre-service teacher education candidates at Central ; C) Graduates of Central's teacher education programs; and D) Employers (principals) of educators who were prepared by Central. The results of all assessments and evaluations are shared with all Departments involved in teacher education programs. TEAC provides specific information to individual departments for use in the advisement and counseling of students as well as program revision and course development. Demographic trends of teacher education classes, at both elementary and secondary levels, have been tallied, analyzed and distributed in order to help in load assessment, needs assessment, future planning for program adjustment, and personnel management. The use of TEAC survey data has been helpful to the University, so that it can look at the whole picture rather than fragmented pieces.

TEAC and the Office of Institutional Research and Testing Services have jointly developed a data-base of 13,000 past and present Central students and coordinates that data with the Office of Clinical Services and the Teacher Education Council. TEAC designed four major surveys based on Freemans (1988) research. TEAC provided information for the Missouri Department of Elementary and Secondary Education and NCATE accreditations and the North Central Association assessment. The results of the DESE and NCATE studies have been shared with the appropriate committees for accreditation reports.

Conclusions

The 1995 data revealed that 61 % of Central's previous year's graduating class secured full-time teaching positions within the State of Missouri.

Central teacher education graduates (first-year and second-year teachers only) are employed in 192 of the 520 districts across the State of Missouri. Of those Central graduates employed as full-time teachers in the Missouri public school systems, 71% were employed in school districts that reside within a 90 mile radius of CMSU.

TEAC does not have access to employment statistics of Central graduates in states other than Missouri, nor in Missouri private school settings, substitute teacher listings, Day Care Schools, state asylums, and other teaching situations not listed by the State of Missouri (DESE) Statistical Office.

Students in the Foundations classes were predominantly (75%) white females. Twenty-five percent of the student population in the 1995-96 Foundations of Education courses were male. Nine percent listed their cultural backgrounds as other than white. Ninety-one percent were full-time students. When asked to rate their academic background, the Foundations students rated Non-Western philosophies and cultures as their weakest area.

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Seventy-seven percent of the 1995-1996 student teachers were females. Eighty-nine percent were white. The students rated their student teaching experience very high as did past student teachers, and their advice/counseling received from academic advisors as weakest. When asked to rate their academic background the student teachers rated Child/adolescent growth and development and Theories/principles of how students learn as their strongest areas and Non-Western philosophies and cultures as their weakest area.

The average salary for Central graduates (First-year and Second-year teachers) was $22,167. Ninety-three percent of the graduate survey respondents were white. Eighty-three percent were full-time students while completing their undergraduate degree. Seventy-six percent of the graduate survey respondents plan to work on graduate degrees in education with forty-six percent planning to complete their graduate work at Central.

Eighty-eight percent of the respondents were full-time classroom teachers. The teaching level appeared to be equally stratified from early elementary to senior high school. Seventy-seven percent hold positions at their preferred teaching level.

Eighty-four percent of the graduate survey respondents planned on teaching five years or more from now. Forty percent found it necessary to obtain employment outside the school system during the school year. Eighty-eight percent stated they would enroll in a teacher preparation program again.

The teachers' top three areas of dissatisfaction in their current positions were, level of support from parents and community, salary/fringe benefits of teaching, and opportunities for advancement.

Fifty-five percent of the principals hiring Central's graduates who responded to the survey felt that the teachers were strongly prepared for their current positions. Principals feel salary and fringe benefits is the top area of dissatisfaction for teachers.

(TEAC--Foundations of Education--1996)

Of the 362 Foundations of Education students enrolled during the 1995-1996 school year, 326 (90% return) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex: (Check one)

males	083
females	243

2. Age: **Fill-in** __23.3 (average)____years

3. Are you a Post-Bachelor Student? **Circle**

Yes 31

4. How would you describe yourself? **Check only one.**

American Indian	001
Asian or PI	003
African American	012
Hispanic	002
White	304
Other	003

5. How would you characterize your status as an undergraduate? **Check only one.**

Full-time student	303
Part-time student	013
Sometimes full-time/part-time	029

6. When do you plan to complete all requirements of your teacher certification program? **Check only one.**

Fall 1995 through summer 1996	011
Fall 1996 through summer 1997	064
Fall 1997 through summer 1998	159
Fall 1998 through summer 1999	073
Fall 1999 through summer 2000	011
Other	006

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7. What do you consider to be the primary goal of education? **Check only one.**

Promoting academic development	201
Enhancing personal development	111
Facilitating social development	014

8. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student responses

3.3	Mathematics
3.4	Social Studies
3.1	Natural Sciences
3.5	Humanities
3.3	Multi-cultural issues and perspectives
2.8	Non-Western philosophies and cultures
3.4	American history
3.7	American literature
3.1	Education-historical and philosophical development
3.3	Contemporary educational issues
3.4	Theories/principles of how students learn
3.6	Child/adolescent growth and development
3.2	Social and political roles of schools in America
3.3	Classroom management techniques/procedures
3.2	Legal and ethical responsibilities of teachers
3.1	Assessment and evaluation of students

(TEAC--Student Teachers--1996)

Of the 404 student teachers enrolled during the 1995/1996 school year, 388 (96%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. Sex:

males	089
females	299

2. Age: 25.7 years (Average)

3. What was (will be) your marital status at the time you complete certification?

Single	189
Married	176

4. How many minor children do you have living with you?

None	288
One	064
Two	023
Three or more	011

5. How would you describe yourself?

Native American	007
Asian or PI	002
African American	011
Hispanic	008
White	347
Other	010

6. How would you characterize your status as an undergraduate?

Full-time student	356
Part-time student	005
Sometimes full-time/part-time	022

7. When will you complete all requirements of your teacher certification program?

Fall 1995	165
Spring 1996	191
Summer 1996	030

8. On a scale of one to five, how would you rate the overall quality of:

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.9	Your teacher preparation program
4.1	Courses in your undergraduate major field
3.9	Courses in your minor field(s) **May not apply**
3.4	The liberal arts/general education courses you have taken
4.5	Your student teaching experience
3.8	Advice/counseling you received from your departmental advisor in your major
3.7	In your minor field(s) of study. **May not apply**
2.7	Advice/counseling you received from your academic advisor
3.7	Support, assistance, and help from faculty and staff in your education program

9. To what extent have education courses (other than field-based experiences such as student teaching) contributed to your success as a teacher? These courses have made a(n) _____ contribution to my success.

Very significant	068
Significant	155
Moderate	120
Insignificant	027
Very insignificant	009

10. How would you rate your preparation to teach in culturally diverse settings ?

Excellent	034
Good	135
Average	146
Weak	051
Poor	015

11. How would you rate your preparation to teach AT RISK students ?

Excellent	034
Good	093
Average	147
Weak	085
Poor	015

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12. Do you feel you are a(n)..

Exceptional student teacher	087
Better than average student teacher	228
Average student teacher	046
Below average student teacher	011
Inferior student teacher	006

13. How do you rate your academic background in each of the following areas ?

KEY---1=very weak; 2=weak; 3=adequate; 4=strong; 5=very strong

Averages are listed for the student teacher responses

3.7	Mathematics
3.6	Social studies
3.4	American History
3.4	Natural sciences
3.6	Humanities
3.5	Multi-cultural issues and perspectives
2.8	Non-Western philosophies and cultures
3.5	Education historical and philosophical development
3.8	Contemporary educational issues
4.0	Theories/principles of how students learn
4.2	Child/adolescent growth and development
3.5	Social and political roles of schools in America
3.8	Classroom management techniques/procedures
3.6	Legal and ethical responsibilities of teachers
3.3	American Literature
3.9	Assessment and evaluation of students

14. What do you consider to be the primary goal of education?

Promoting academic development	142
Enhancing personal development	138
Facilitating social development	063

February, 1996

Dear Educator,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment process we are currently undertaking. Please return the survey to me in the prepaid envelope by March 20, 1995.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. **We need to conduct a follow-up of students who completed certification or graduated from our programs.** These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your principal to make him/her aware of our surveys, and ask him/her to participate in an employers' survey. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Graduates---First and Second Year Teachers---1996)

Of the 547 Graduates (First and Second Year Teachers) employed in the State of Missouri during the 1995-1996 school year, 319 (58%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1A. Sex:

Males	062
Females	257

1B. Level:

Elementary	162
Secondary	157

2. Age in years: 28.8 years (Average)

3. What was your marital status at the time you graduated from college?

Single	168
Married	144
Other	007

4. What is your current salary per school year? $22,167 (Average)

How many years have you been teaching?

One	139
Two	180

5. How would you describe yourself?

Native American	014
Asian or PI	001
Hispanic	002
White	297
African-American	003
Other	002

6. How would you characterize your status as an undergraduate?

Full-time	264
Part-time	006
ft/pt	028

7. During which semester did you complete all requirements of your teacher certification program?

Before Summer 93	101
Summer 93 through Spring 94	096
Summer 94 through Spring 95	101
Summer 95	019

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8. How many children do you have?

None	181
One	041
Two	052
Three	026
Other	006

9. Do you plan to do your graduate work in education?

Yes	244
Not Sure	048
Completed	014

10. Do you plan to do your graduate work at CENTRAL MISSOURI STATE UNIVERSITY?

Yes	148
Not Sure	094
No	059

11. How would you describe your current position in education?

Full-time teacher	282
Permanent substitute	005
Part-time teacher	014
Day to day substitute teacher	001
Education specialist	001
School administrator	003

13. At what grade level do you teach?

Preschool/kindergarten	070
Early elementary/grades 1-3	021
Upper elementary/grades 4-5	021
Middle school/jr. high	017
Senior high school,	029
Other	023

14. Is this the level at which you prefer to teach?

Yes 247 No 039

15. --**#15 is for Secondary Majors only**--(a) What subject(s) do you teach? (check all that apply)

_3_Agriculture _7__Art _11_Biology _11_Business _3_Computer Sci.

_3_Marketing _13_Earth Sci. _21_English _7_Health _6_Home Econ

_16_History _6_Industrial (ARTS) Technology Education _3_Journalism

_22_Mathematics _2_Music _9_Physical Education _13_Physical Sci

_20_Social Studies _22_Special Ed._9_Speech/Theatre _9_Foreign Lang.

16. What best describes your teaching assignment?

Contained Classroom	248
PE instructor	013
Art instructor	007
Music instructor	002
Other	049

17. About what percent of your present teaching assignment is in the grade(s) or subject area(s) in which you were certified/endorsed ?

257 graduates responded that 100% of the assignment was in their areas of certification/endorsement. 62 graduates responded that at least 10% to as much as 90% of their assignment was not in their area of certification or endorsement.

18. For how long have you been teaching full time?

Less than one year	133
1 to 2 years	142
2 years	018
Other	026

19. Five years from now, do you plan to be ?

Teaching	256
Education Specialist	014
Continuing Education	012
Out of Workforce	013

20. How much longer do you expect to teach?

< five years	039
5-10 years	051
11-20 years	058
More than 20 years	155

21. In the past year, have you been employed in some capacity besides your teaching assignment?

No	134	Yes	167

If Yes, how would you describe your other source(s) of income? (circle all that apply)

068	Coaching
066	Other school-related assignment during the school year
076	Employment outside the school system during the school year
080	School-related job during the summer

22. If you had it to do over again, would you still enroll in a teacher preparation program?

Definitely yes	183
Probably yes	099
Probably not	014
Definitely not	009

23. Please rate your level of satisfaction with each of the following aspects of your current positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for each response

2.4	Salary/fringe benefits
1.9	Quality/level of administrative support
1.8	Level of personal challenge
2.0	Methods used to evaluate your teaching performance
2.0	General work conditions
2.0	Intellectual stimulation of the workplace
2.0	Geographical location
2.3	Opportunities for professional advancement
2.4	Level of support from parents and the community
1.9	Level of support from administrators and colleague
1.7	Interactions with colleagues/students
1.8	Your sense of professional autonomy/level of discretion

24. Do you plan:

to transfer to a different school within your current district ?	Yes 020	No 219
to seek employment in another district?	Yes 070	No 172
to seek employment outside of education?	Yes 017	No 193

25. To what extent have education courses (other than field-base experiences) contributed to your success as a teacher? These courses have made a _____contribution to my success.

Very significant	025
Significant	121
Moderate	134
Insignificant	020
Very insignificant	006

26. At the time you completed your teacher preparation program, how would you have rated the adequacy of your preparation to teach in a culturally diverse setting with **at-risk** students?

Very weak	054
Weak	129
Adequate	099
Strong	025
Very strong	003

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February, 1996

Dear Principal,

On behalf of the Teacher Education Assessment Committee (TEAC) at Central Missouri State University, I ask your assistance in the assessment instrument that I would like you to complete. Please return the survey to me in the prepaid envelope by March 20, 1996.

This task is in compliance with The State of Missouri law (Excellence in Education Act of 1985), our national accreditation agency for teacher education, NCATE, and our regional accreditation agency, North Central. We need to conduct a follow-up of employers of **our graduates** and **students who went through our certification program**. These data will be used in conjunction with last year's survey and surveys that are currently being distributed by individual departments on our campus for the purpose of improvement.

I will also be contacting your teachers to make them aware of our surveys and ask them to participate. All responses will be confidential. If you wish a copy of our results, please enclose a self-addressed stamped envelope, and I will send you a copy as soon as they are compiled.

Sincerely,

Dr. John R. Zelazek, Chair
Teacher Education Assessment Committee

(TEAC---Principals---1996)

Of the 368 principals who evaluated first and second year teachers (graduates of Central) during the 1995-1996 school year, 162 (44%) completed the survey.

Survey results are listed in whole numbers unless acknowledged as an average.

Please read each statement, then circle, fill-in or choose your response for each item.

1. How many CMSU graduates and/or post-bachelor certification graduates did you employ this school year as true first-year or second-year teachers? 208

   Sex:

males	057
females	151

2. What is their annual individual salary ? Please list a number for each.

less than $18,000	002
$18,000-19,999	064
$20,000 or beyond	142

3. How would you describe them? Please list a number for each.

American Indian	006
Hispanic	004
Asian or P I	001
White	194
African American	002
Other	001

4. Do you feel they are satisfied with the profession they have chosen? Please give a number for each choice.

Yes	198
No	010

5. How well prepared do you consider them for their present position?

Very strong	032
Strong	057
Adequate	033
Weak	004
Very weak	000

6. How would you describe their current positions in education? Please list numbers for each position.

Full time teacher	182
Permanent substitute	005
Part-time teacher	007
Other	014

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7. What subject(s) do they teach? (please list numbers for all that apply)

_4_Agriculture	_10_Art	_4_Biology	_2_Business
_2_Computer Science	_0__Marketing	_8_Earth Science	_64_Elementary
_27__English	_4__Health	__2_Home Economics	_8__History
_5__Journalism	_14_Mathematics	_6__Music	_29_Physical Ed.
_10_Physical Sciences	_19_Social Studies	_29_Special Education	_9__Speech/Theatre
_5__Foreign Language	_8_Industrial (ARTS) Technology Education		
_9_Other(s)_____			

8. What percent of your first-year and second-year teachers are certificated in all areas they are presently teaching? (Excluding emergency certificates)__83___%

9. How many of your first-year and second-year teachers are on emergency teaching certificates?_17__% In what disciplines? Special Education, Math, and Science

10. Please rate your perception of your new teachers' level of satisfaction with each of the following aspects of their current teaching positions.

KEY---1=very satisfied; 2=satisfied; 3=neutral; 4=dissatisfied; 5=very dissatisfied

Averages are listed for the principals responses

2.2	salary/fringe benefits
1.7	quality/level of administrative support
1.7	level of personal challenge
2.0	methods used to evaluate your teaching performance
1.8	your sense of professional autonomy/level of discretion
1.8	general work conditions
1.9	intellectual stimulation of the workplace
1.8	geographical location
2.0	opportunities for professional advancement
2.1	level of support from parents and the community
1.6	level of support from administrators and colleague
1.7	interactions with colleagues/students

11. Would you hire your first-year and second-year teachers again? Please list a number for each

All	082
Most	032
Some	007
None of these	002

12. How well prepared are your first-year and second-year teacher to teach in culturally diverse settings ? Please list a number for each

Excellent	015
Good	095
Average	059
Weak	019
Poor	000

13. To what extent have education courses (other than field-based experiences such as student teaching) contributed to their success as a teacher? Please list numbers for each choice.

Very Significant	021
Significant	126
Modest	042
Insignificant	012
Very Insignificant	007

14. How well prepared are your first-year and second-year teacher to teach AT RISK students ? Please list a number for each.

Excellent	013
Good	083
Average	086
Weak	013
Poor	010

ABOUT YOU

15. When did **you** complete your teacher preparation program ? (Year) Range = 1953-1993.

16. What was your undergraduate major?

Elementary Education	35 %
Physical Education	15%
Social Studies	13%
English	04%
Others	33%

17. What do you consider to be the primary goal of education? CHOOSE ONLY ONE ANSWER

Promoting academic development	080
Enhancing personal development	038
Facilitating social development	004

CBASE RESULTS

CENTRAL STUDENTS ONLY

4/15/88---3/25/96

Students who wish to complete a teacher education degree in Missouri need to successfully complete the College Basic Academic Subjects Examination, CBASE, as part of the admission process for acceptance into the teacher education program at Central. This requirement became effective on September 1, 1988 as part of the 1985 "Excellence in Education Act." CBASE is a criterion-referenced achievement examination focusing on the knowledge and skills requisite to successful college course work. It contains five examination areas: Writing, English, Math, Science and Social Studies. Since the first offering of CBASE in April of 1988, 3435 students have submitted test scores to the university as part of their teacher education admission process. The following page shows a matrix per test, by number of successful attempts, unsuccessful attempts with frequencies, and percentages. The left hand column of the matrix requires the following explanation in order to interpret the data:

1 = First attempt, successful	A = First attempt, unsuccessful
2 = Second attempt, successful	B = Second attempt, unsuccessful
3 = Third attempt, successful	C = Third attempt, unsuccessful
4 = Fourth attempt, successful	D = Fourth attempt, unsuccessful
5 = Fifth attempt, successful	E = Fifth attempt, unsuccessful
6 = Sixth attempt, successful	F = Sixth attempt, unsuccessful
7 = Seventh attempt, successful	G = Seventh attempt, unsuccessful
8 = Eighth attempt, successful	H = Eighth attempt, unsuccessful
9= Ninth attempt, successful	I = Ninth attempt, unsuccessful

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English	Frequency	Percent
A	130	3.8
B	14	.4
C	2	.1
D	3	.1
1	3070	89.4
2	164	4.8
3	34	1.0
4	10	.3
5	4	.1
6	2	.1
7	2	.1

Writing	Frequency	Percent
A	81	2.4
B	10	.3
C	3	.1
D	3	.1
1	3136	91.3
2	155	4.5
3	30	.9
4	10	.3
5	3	.1
6	2	.1
7	2	.1

Math	Frequency	Percent
A	241	7.0
B	31	.9
C	9	.3
D	6	.2
E	4	.1
F	3	.1
G	1	.0
I	1	.0
1	2883	83.8
2	149	4.3
3	63	1.9
4	20	.6
5	14	.4
6	8	.2
7	1	.0
8	1	.0

Science	Frequency	Percent
A	256	7.5
B	26	.8
C	6	.2
D	2	.1
E	1	.0
F	2	.1
1	2820	83.3
2	216	6.3
3	43	1.3
4	13	.4
5	7	.2
6	1	.0
7	2	.1

Social Studies	Frequency	Percent
A	161	4.7
B	16	.4
C	2	.2
D	6	.1
E	1	.0
1	2983	86.8
2	183	5.3
3	47	1.4
4	23	.7
5	7	.2
6	4	.1
7	1	.0

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